



**COLORADO**  
Department of Education

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# CDE Early Childhood Update

Presentation to the  
School Finance Committee

October 19, 2021

# Presenters

## **Dr. Floyd Cobb**

Executive Director, Teaching and Learning Unit, CDE

## **Dr. Melissa Colman**

Associate Commissioner of Student Learning, CDE

## **Anji Gallanos**

Director, Preschool through 3rd Grade Office, CDE

# Presentation Topics

- **Legislative and Grant Updates**

- Colorado Preschool Program
- Preschool Development Grant Collaboration with CDHS
- Early Literacy Professional Development Grants
- Kindergarten School Readiness
- Impact of the COVID-19 Pandemic on preschool



# Colorado Preschool Program Overview & Data

# Colorado Preschool Program Background



The Colorado Preschool Program (CPP) is a state-funded preschool program, created in 1988 by the Colorado General Assembly.



Provides high-quality early learning experiences for children who have risk factors that may affect achievement later in school.



Children served through CPP attend high quality early childhood programs located in district-operated preschools, local childcare centers, community-based preschools, or Head Start programs.



# Colorado Preschool Program Number of Children Served



Total Authorized  
CPP Positions

**29,360**

**23,474**

Total Children  
Served in CPP

Total Program  
Funding

**\$128.1M**

**176**  
OUT OF 179

School Districts  
Participating in CPP

Average Funding per  
CPP Position

**\$4,363**

(\$5,457.42 average funding per child)\*

**5,886**

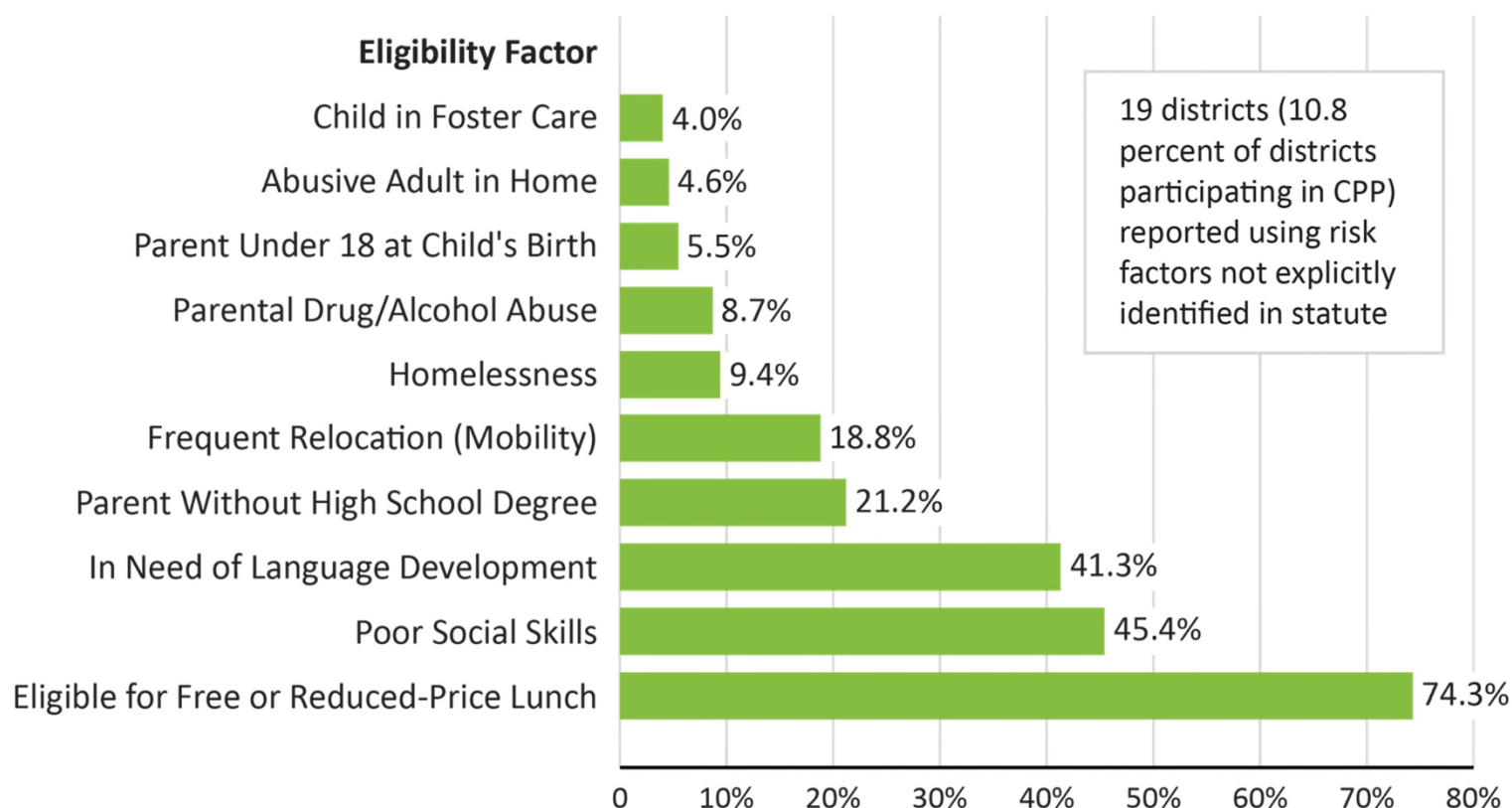
Children served with  
two CPP positions for  
full-day services

(40.1% of positions/25.1% of funded children)

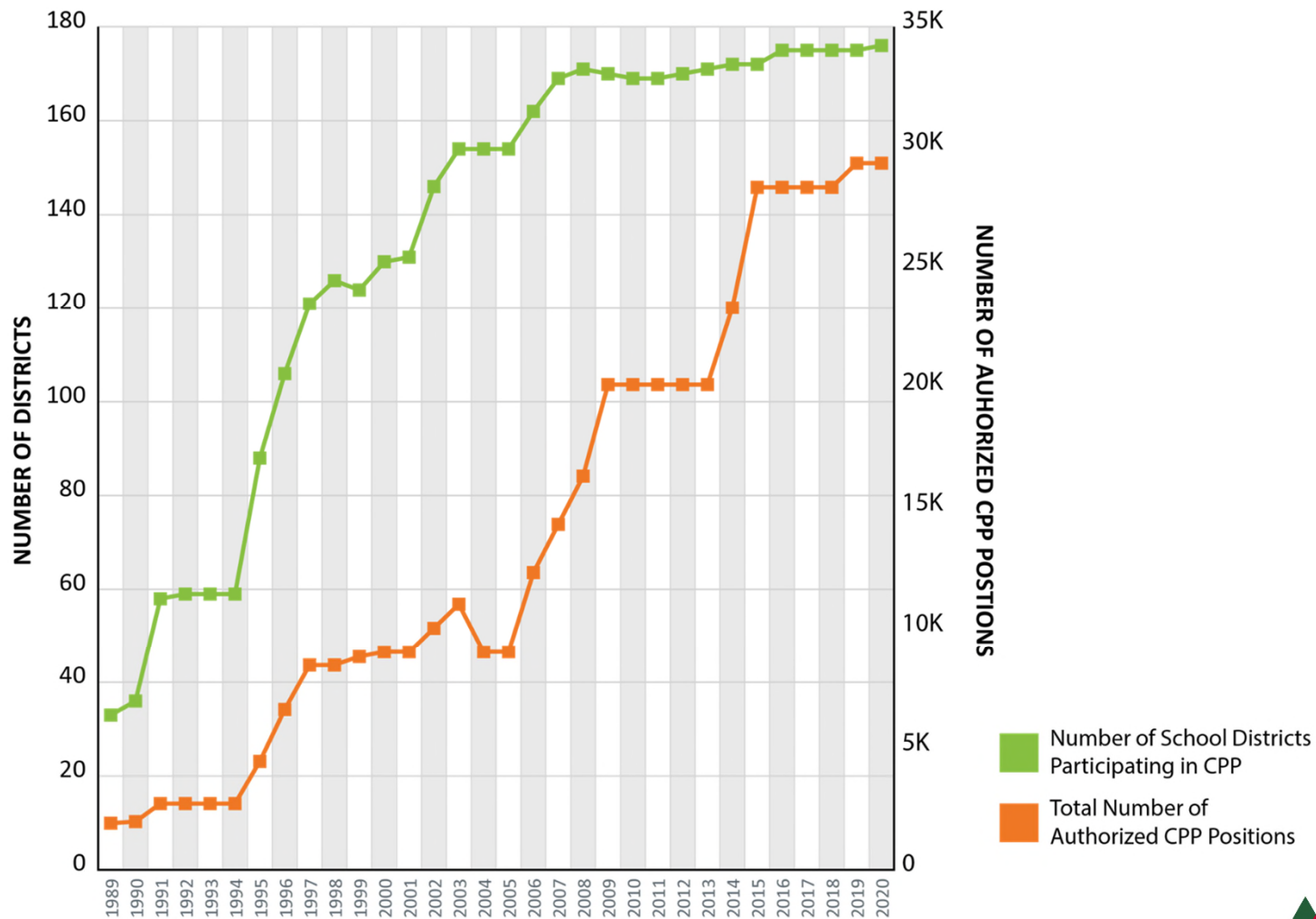


# Colorado Preschool Program CPP Eligibility Risk Factors

Each line represents the percentage of children served in CPP with that risk factor in 2019-20

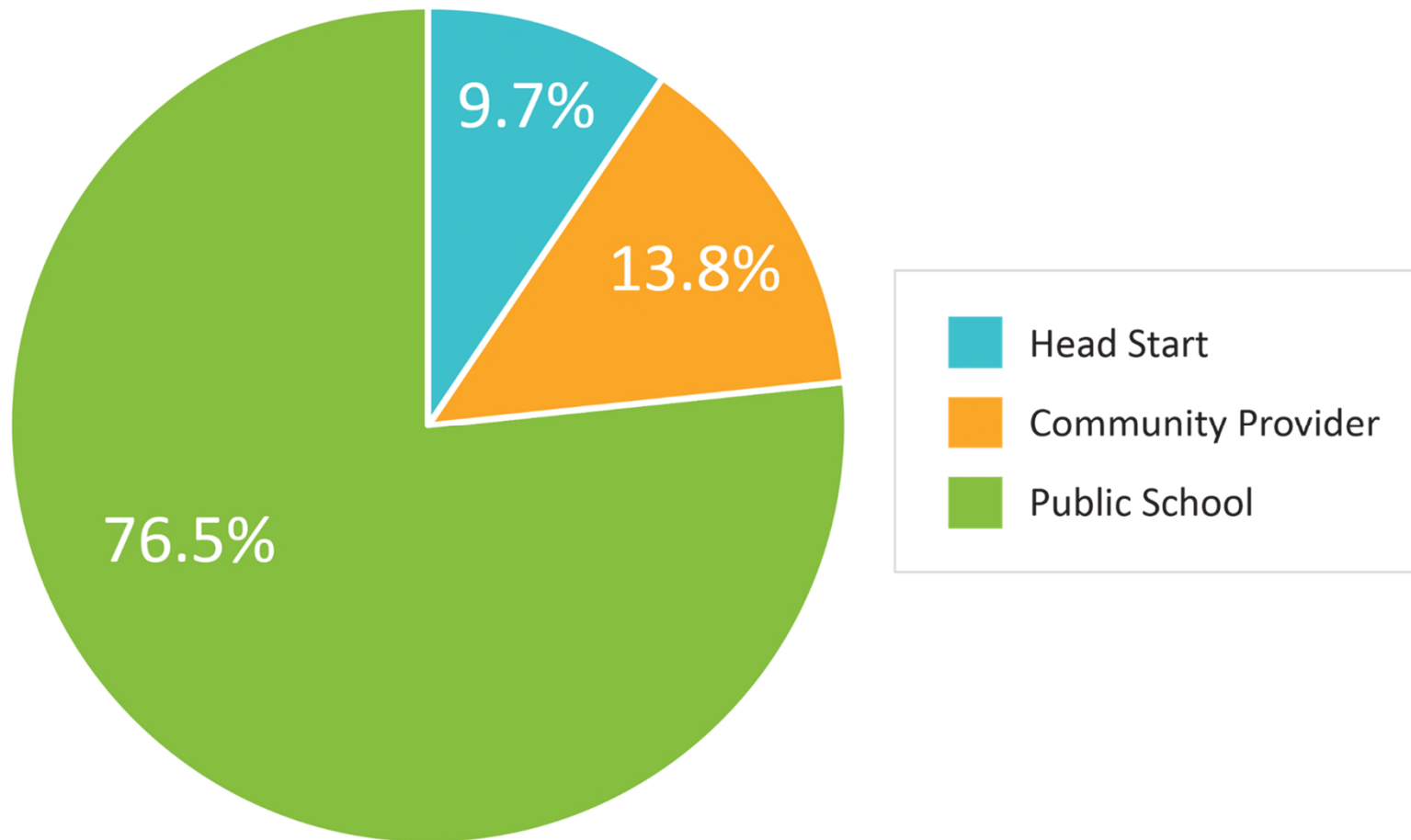


# Colorado Preschool Program Number of Authorized Positions



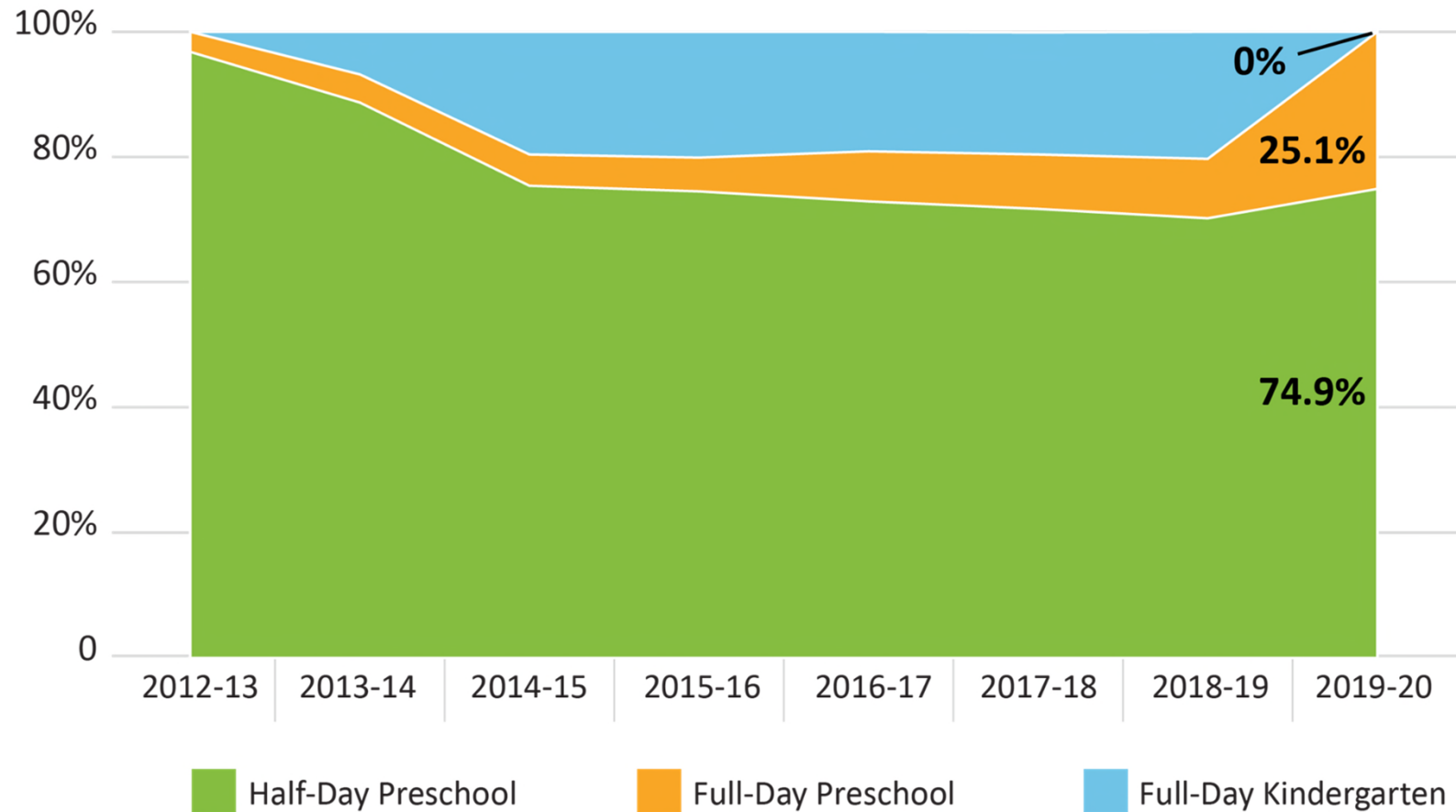


# Colorado Preschool Program CPP/ECARE Enrollment by Setting in 2020 - 2021



2020-2021: Public School 76.3% Community Provider: 12.9% Head Start 10.8%

# Colorado Preschool Program Enrollment by Length of Day and By Age



# Enrollment Changes



Enrollment	2018-2019	2019-2020	2020-2021
<b>Colorado Preschool Program and Preschool Special Education</b>	30,073	31,535	24,937
<b>Kindergarten</b>	63,409	64,009	58,209

# Colorado Preschool Program Long-Term Outcomes for Students Served by CPP

Longitudinal data for students who participated in CPP show positive long-term outcomes related to grade retention, Colorado Measures of Academic Success (CMAS) assessment, and on-time graduation.

## Key Findings:

1

Students who participated in CPP are retained at a lower rate in grades K-3 than children who did not participate in CPP. Compared to at-risk peers who did not attend state-funded preschool, CPP graduates are less likely to be retained (i.e., held back in a grade) by about half in K-3 overall and as low as two-thirds the rate in first grade. This translates to lower costs for children repeating a grade.

2

The percentage of CPP graduates who meet or exceed CMAS expectations is higher compared to at-risk peers in most subject areas. These trends are seen as far out as 11th grade in the case of science.

3

Students who participated in CPP are more likely to graduate on time than children who did not participate in CPP. The odds of graduating on time with a high school diploma (within four years of entering ninth grade) were 12 percent higher for children who participated in CPP in the 2004-05 school year, even when controlling for key demographic variables.

# Impact of COVID on Preschool and Kindergarten Enrollment

# Impact of COVID on Preschool and Kindergarten

## Preschool

- Enrollment decreased from 2019-20 to 2020-21 by 4,838 children (20.6%)
- Enrollment decreased in Preschool Special Education in 2020-21 by 1,702 (19%)

## Kindergarten

- Enrollment decreased by 5,800 students (9.1%) in 2020, from 64,000 in 2019 to 58,209 students in 2020.



## District Quotes Related to Services During COVID

I found that during COVID it was more efficient to use technology to communicate with my parents. I had 100% participation in parent/teacher conferences. I also found that this format allowed for separated or divorced parents to participate without the tension of in person conversations and I felt the impact was greater in allowing the information to be heard first hand and consistently, instead of two different conferences.

-Small Rural District

## District Quotes Related to Services During COVID

We implemented meeting each child at their vehicle for drop off and walking each child out to their vehicle for pick up on a staggered schedule. This “*change due to COVID*” has been an absolute positive experience because we literally meet with families every day! This has enabled us to share glows and grows more frequently and directly with families.

-Southern Colorado District

## District Quotes Related to Services During COVID

COVID-19, for lack of a better phrase, was a big bummer for family participation in our schools this year. It was so sad to not have families in the classrooms, however, EELC came up with creative ways to keep families involved. A private Youtube channel was created so teachers could do tours of their classrooms or science experiments, story times that parents could access. The teachers used Remind and Zoom to keep a modified face to face relationship with parents and families.

-North East Colorado District

# Transition to Kindergarten

# Transitions to Kindergarten

With funding from the state's Preschool Development Grant, CDE is partnering with the Office of Early Childhood, and the National P-3 Center to develop a detailed, system-level plan to help the state better coordinate on the transitions between the mixed-delivery early childhood education system and the K-12 system.

## Outcomes 2020-21

- Partnered to conduct a synthesis of federal and state policies
- Partnered to conduct a needs assessment related to transitions from preschool to kindergarten.

## Looking Ahead

- Support the completion of a transitions toolkit of resources, training materials and tools for families and early childhood providers.
- Complete transition roadmap to support families, community providers and school districts.



# Updates on Literacy Colorado READ Act



# Significant Reading Deficiency



	2018-2019	2020-2021
<b>Kindergarten</b>	11.50%	17.30%
<b>First Grade</b>	17.60%	26.60%
<b>Second Grade</b>	17.10%	23.80%
<b>Third Grade</b>	19.10%	23.30%

# Preschool Development Grant: CDE and CDHS Additional Collaboration

1

- Collaboration between the CDE and the CDHS directs Preschool Development Grant (PDG) funds to target specific, overlapping priorities, including family engagement, early literacy, early intervention, and transitions into kindergarten.

2

Informed by Birth–5 Needs Assessment in 2019

3

Key collaboration activities:

- Preschool expansion of Early Literacy Grants
- Transitions Roadmap
- Growing Readers Expansion
- Increasing Inclusive Practices in Early Childhood (Collaboration with OEC and the Positive Early Learning Experiences Center at University of Denver)

# Early Literacy Grant Preschool Expansion



Preschool and kindergarten have understood the need to collaborate but never really knew where to start. The training and delivery of early reading skills have provided them with direction, collaboration, and rich conversations around early literacy skills.



-Lisa Fillo, Principal, D49

**An interagency agreement between CDHS and CDE** allocates funds from the PDG to expand the state-funded K-3 Early Literacy Grants to increase the understanding and skill in implementation of scientifically based reading instruction of Colorado preschool educators.

# Early Literacy Grant Preschool Expansion

## Goals

- Promote collaboration between a Comprehensive Early Literacy Grant participant and early childhood programs
- Improve implementation of scientifically based reading instruction across preschool through third grade.
- Aligned goals with Comprehensive ELG grantees' established plans and goals.

## Outcomes

- Over 100 teachers, paras, leaders, and coaches participating in or completed preschool literacy training.

## Key Self-Evaluation Themes

- Collaboration and common vocabulary across preschool and K-3;
- Deeper knowledge and intentional planning; and
- Increased literacy family engagement.

# Thank You

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